



Course Syllabus

Franklin High School

2020-2021

DIRECTIONS: For each course, complete the syllabus and share with your evaluating/supervising administrator **as a pdf** ("File-download-PDF document") by 9/28/20. Syllabi will be posted on the FHS website under your name for the public to view.

Course Overview

NOTE: For core classes, all elements of this section (except for name and contact information) are the same.

Course Title: Russian 3/4

Instructor Name: Zoya Surits

Contact Info: zsurits@pps.net

Grade Level(s): 9-12

Credit Type: elective

of credits per semester: .5

Prerequisites (if applicable): Russian 1-2 and Novice Mid proficiency level

Course description: comprehension, speaking, reading, and writing. Students learn to comprehend direct and detailed questions, commands and statements and to respond to them orally. Attention is given to accurate pronunciation and intonation as well as to the structure and vocabulary of the language. Sufficient skills are developed to be of aid in travel and in the study of culture and advanced language study.

Listening:

The students will develop listening comprehension skills through exposure to various listening activities from fluent speakers as well as their teacher who will use Russian language during instruction time. The students will listen to and interpret a variety of situations on various topics in Russian.

Speaking:

The students will develop confidence and take risks using Russian to communicate in situations such as: expressing feelings, responding to basic questions, greeting others, expressing ideas and opinions, talking freely in the target language, asking/giving directions, describing their daily life and surroundings in a variety of situations.

Reading:

The students will develop reading comprehension skills through exposure to sight vocabulary, pictures as clues to meaning, a variety of reading strategies (silent, group, pairs), cognates, decoding words and the use of a glossary and dictionary. In addition the students will be exposed to cultural reading, inclusive of authentic materials.

Writing:

The students will develop writing skills through exposure to a new alphabet, spelling, and phonemic awareness. The students will write basic sentences, dialogs, compositions, creative writing, personal letters, responses to questions and directed statements on a variety of topics.



Culture:

The students will learn to use appropriate formal and informal speech. In addition, the student will become aware of the daily life and customs of the Russian speaking countries as well as their respective geography and history.

Prioritized National/State Standards:

- **INTERPERSONAL COMMUNICATION**

I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.

- **PRESENTATIONAL SPEAKING**

I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.

- **PRESENTATIONAL WRITING**

I can write short messages and notes on familiar topics related to everyday life.

INTERPRETIVE LISTENING

I can often understand words, phrases, and simple sentences related to everyday life.
I can recognize pieces of information and sometimes understand the main topic of what is being said.

ACTFL Standards/ To do statements

- *ACTFL Can Do Statements [NL](#)
- *ACTFL Can Do Statements [NM](#)
- *ACTFL Can Do Statements [NH](#)
- *ACTFL Can Do Statements [IL](#)
- *ACTFL Can Do Statements [IM](#)
- *ACTFL Can Do Statements [IH](#)

Course Details

Learning Expectations

Materials/Texts

Canvas, Notebook, textbook (Golosa 1, optional) online access to apps and platforms to complete AS activities

Course Content and Schedule:

Students will review topics from Russian 1/2, followed by becoming very familiar with new vocabulary & themes while mastering proficiencies in the 4 domains (speaking, listening, writing, reading.)

Topics to cover:

Typical daily activities

House vocabulary & prepositions
Chores and things to do around the house
The classroom & school
Calendar/time
Present, future and simple past tense
Clothing
Friends/People
Leisure activities
Family/Pets
Describing and comparing places, people and things

Differentiation/accessibility strategies and supports (TAG, ELL, SpEd, other):

Many of the differentiation strategies that will be used within the classroom may include: visual aids, flexible groupings, teaching to different learning styles, weekly tutorial, carefully scaffolded lessons, modeled instruction, peer helpers and student-led learning to reach the needs of all learners.

Students with 504 plans and special education IEPs will be given full and necessary accommodations based on particular needs. In terms of curriculum, typically shortened assignments will be assigned, deadlines may be extended and assessments may be modified.

The modifications for TAG students will be determined not only by classification but by performance. Accommodations will include tiered lesson plans to offer more challenging readings and assignments, teacher facilitation of independent learning opportunities, homogeneous and heterogeneous group work to meet all student needs.

Safety issues and requirements:

Students must comply with all safety requirements established by Franklin Campus and Portland Public schools.

This syllabus may be modified to meet the needs of a specific class or student upon teacher discretion.

Classroom norms and expectations:

Students will be expected to follow the FHS school-wide behavior norms demonstrated in the behavior matrix. Students at Franklin and in my virtual classroom will Strive to be Thoughtful, Responsible, Organized, Neighborly, and Generous.

A) Overall expectations:

1. Attend classes every day.
2. Be on time.

3. Communicate with the teacher.
4. Attempt all work, assignments and projects.
5. Do your best.

B) Discipline:

1. Verbal warning/discussion with the student.
2. Parent contact.
3. Referral to counselor or administrator.

Evidence of Course Completion

Assessment of Progress and Achievement:

100% & above A+	Consistently meets and at times exceeds proficiency by applying knowledge and making connections that were not explicitly taught in class.
90-99% A	Almost all learning targets are fully or consistently met. Assessment scores indicate a high level of understanding of concepts and skills.
80-89% B	Most of the learning targets are fully or consistently met. Assessment scores indicate a good grasp of concepts and skills.
70-80% C	Some of the learning targets are fully or consistently met. Assessment score indicates satisfactory acquisition of skills and concepts.
60-70%	Only a few of the learning targets are fully or consistently met. Student is beginning to grasp and apply concepts.
0-59%	Below – None or almost none of the learning targets are fully or consistently met. Assessment scores indicate little understanding of the concepts and skills. Assignments are of poor quality, frequently incomplete and/or late, and do not show attention to detail.

Quizzes and tests- formative and summative- CAN be retaken. They are all aligned with learning targets and proficiency standards so as long as the student shows they know the material, they will pass them.

Homework- During Asynchronous time, students will have assignments to practice on their own. It is always important to practice Russian so I also recommend that students regularly review their notes and use quizlet.com, quizizz.com, kahoot.com or can download [duolingo](https://www.duolingo.com) and word reference on tablets and phones.

Office hours are a great option for students to make up these tests! I am also available at other times if the student makes arrangements with me during Asynchronous time.

Progress Reports/Report Cards (what a grade means):

Grades should be based on the student's demonstration of proficiency on the ACTFL standards.

Career Related Learning Experience (CRLEs) and Essential Skills:
communication, cultural awareness, flexibility and ability to multitask

Communication with Parent/Guardian

What methods are used to communicate curriculum, successes, concerns, etc.?

Remind, Canvas, Email, Synergy

Personal Statement and other needed info

My philosophy-we are all learning from each other every single day

Learning is a mutual process and I make sure that my students feel confident and relaxed in my class to gain and share their knowledge. I also give them a lot of opportunities to practice their language skills with one other in a non-discriminatory manner. My main focus this year is creativity and social-emotional learning. I am planning lots of engaging activities and assignments so that language acquisition happens naturally and easily.

I'm a part-time teacher, but I do respond to emails and the needs of my students and their parents within 24 hours. My asynchronous sessions are always open. I assign homework packets weekly for asynchronous learning and available to help with them during synchronous and asynchronous sessions. I am also eager to arrange special appointments with anybody who needs them.